

## STEP TWO: SCREENING OF NON-ENGLISH LANGUAGE BACKGROUND (NELB) STUDENTS

### INTRODUCTION

The next step after identifying all students who come from a non-English language background is to arrange for **screening**. A list of students and/or individual surveys indicating NELB status should be forwarded to the ESL Coordination Team responsible for screening NELB students in the school or district.

#### ***Screening is a preliminary process for:***

- ◆ reviewing school records and relevant documents containing information about the student's language proficiency and academic achievement;
- ◆ learning about the NELB student's background (life experiences, educational history, language(s), and culture);
- ◆ documenting any significant health or special needs.

The information and records gathered by the team are interpreted, documented and shared with those responsible for conducting formal assessment activities (Step Three: Initial Assessment) and, when appropriate, all school personnel having day-to-day responsibility for the student's education.

### PURPOSE

One of the main goals of the screening is to separate NELB students whose ability to do grade-level work in English is unknown from NELB students who have *fluent English proficiency* and a *proven record of academic success in a regular instructional program*. The purpose of the screening of NELB students, then, is:

- 1) to determine the need for a formal assessment of the student's language and academic skills prior to placement;
- 2) to gather information that will be useful in choosing the type of assessment procedures, strategies and tests best suited to the student's linguistic and academic experiences;
- 3) to identify any health concerns or special needs that could impact on assessment and/or programming for the student;
- 4) to determine whether previously enrolled NELB students are performing grade-level work.<sup>7</sup>

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<sup>7</sup>For students whose academic achievement is below average, the issue of whether this could be due to limited English proficiency should be addressed.

If the ESL Coordination Team cannot document *objective proof* that a student already has English language skills comparable to a native-English speaker and is doing grade-level work in the regular instructional program, then the NELB student must be *formally assessed* for initial classification and placement.

Screening involves collecting information that is essential for deciding whether to proceed with a formal assessment. For this reason, the ESL Coordination Team members need to be well-informed about second language acquisition, academic achievement, and culture. It is important to include members on the ESL Coordination Team who have prior experience in conducting screening and assessment activities and know how to differentiate between various stages of second language acquisition and language proficiency levels. If there is no one with this expertise, the district will need an outside consultant to provide in-service training for the ESL Coordination Team and an outside evaluator to conduct formal assessments of NELB students. *Screening is not a process for untrained personnel.*

## LANGUAGE PROFICIENCY LEVELS

The ESL Coordination Team conducting screening activities should have unanimous agreement on the definitions of "limited English proficiency", "transitional English proficiency", and "fluent English proficiency." These will provide a conceptual framework for conducting screening activities.

The *Council of Chief State School Officers* defines fluent English proficiency in their 1992 publication "Summary of Recommendations and Policy Implications for Improving the Assessment and Monitoring of Students with Limited English Proficiency."

"A **Fully English Proficient (FEP) Student** is one who demonstrates abilities in *all four language skills*, as follows:

- |                         |   |
|-------------------------|---|
| <b><i>Listening</i></b> | the ability to understand the language of the teacher and instruction, comprehend and extract information, and follow the instructional discourse through which teachers provide information. |
| <b><i>Speaking</i></b>  | the ability to use oral language appropriately and effectively in learning activities within the classroom and in social interactions within the school.                                      |
| <b><i>Reading</i></b>   | the ability to comprehend and interpret content area text at the age/grade appropriate level.   |
| <b><i>Writing</i></b>   | the ability to produce written text with content and format, fulfilling classroom assignments at the age/grade appropriate level."  |

For students to be considered fluent in English, they must have a level of authenticity and automatic control of *both conversational and academic language at a level comparable to their peers* (Parker, 1993). The important questions to ask in identifying students with fluent proficiency in English are:

- 1) Can the student listen, speak, read and write in English at a level comparable to English-speaking peers?
- 2) Can s/he achieve at the appropriate grade level in the regular instructional program?

Students who have had no previous exposure to the English language and have little or no comprehension or speaking skills--"**non-English proficiency**"--are classified as beginners.

A student with "**limited English proficiency**" (**LEP**) is one who has a language background other than English and does not have the level of language and literacy skills in English to do grade-level work. Such a student needs language and academic support services to develop full proficiency in listening, speaking, reading, and writing in English for academic purposes. Students with limited English proficiency can have **varying levels of language development** (*entry-level, beginner, intermediate, advanced*) in the different language skill areas. For example, one student may have intermediate speaking and listening skills, but only be an emerging reader and writer; another might have intermediate reading/writing skills but little ability to speak or understand conversational English. Language proficiency and academic assessments, formal and informal, are used to distinguish the ESL instructional level of students with limited English proficiency.

Finally, there is a stage of English language acquisition frequently defined as "**transitional English proficiency**." This stage includes students who are beyond the intermediate stage and have advanced conversational skills in English. They may also be able to participate in classroom discussions in academic subject areas, but they are still developing speaking, listening and reading comprehension, writing and the more abstract thinking skills and metacognitive strategies (Parker, 1993). If students with transitional English proficiency are exited prematurely from ESL and academic support services, they often experience academic problems and are also at risk for being misidentified as learning disabled or impaired.

Anyone interested in learning more about these *different stages of language development and proficiency levels* is referred to the following resources:

- ◆ Parker, R.C. (1993). *Designing an Educational Program for Low-Incidence Numbers of Limited English Proficient Students* (pp. 13-17). Providence, RI: New England Multifunctional Resource Center.
- ◆ Parker, R.C. (1993). *Language Proficiency Classification and Instructional Placement Instrument: A Diagnostic Instrument for the Proficiency Assessment of Limited English Proficient Students*. Concord, NH: EEOO/New Hampshire Department of Education.

## PROCEDURES

The following procedures are recommended as part of an initial screening process for NELB students to determine whether they are capable of participating successfully in the regular instructional program, without language or academic support services:

1. **Review of previous school records and recent test scores** (language proficiency, achievement, diagnostic), if available;
2. **Formal interview** with student(s), parent/guardian(s) and interpreter;
3. **Health/special needs screening**, when required.

This section of the handbook includes suggestions on how to carry out *screening procedures*, an initial *Screening Form for NELB Students*, and information about *resources for interpreting and translating services*.

### 1. Review of school records and available test scores

The first step in the screening of new enrollees and previously enrolled students, identified either through the Primary/Home Language Survey or district-wide survey, is for the ESL Coordination Team to review any previous academic records, test scores or other documents belonging to NELB students.

NELB students who are transferring from other schools in the U.S., or who are previously enrolled, may have sufficient documentation to indicate a high level of English language proficiency and academic achievement in English-only classrooms-- e.g., a combination of course grades, test scores (language proficiency, achievement, diagnostic), awards.

If there is unquestionable "objective proof" that a NELB student is achieving academically on grade level and is fluent English proficient in listening, speaking, reading, writing, this should be documented on the screening form. The ESL Coordination Team should state the reason why no further screening or formal assessment is necessary. The screening form and all documentation of successful academic performance and fluent English proficiency should be added to the NELB student's cumulative file.

Any NELB students for whom there is insufficient documentation of English language proficiency in all skill areas and grade level achievement in English-only schools should continue through the screening process and receive a formal assessment.

If students bring academic documents from their home country or another foreign country, these should be reviewed as one source of information about the extent of the student's formal schooling--periods of school attendance, grade level attained, courses completed, literacy skills in the primary/home or other language(s), previous English language instruction, levels of English oral/literacy skills, and cognitive/academic skills in the primary language or in English.

While information about students' successful academic experiences in their home countries is extremely valuable for assessment and placement purposes, it does not alone provide sufficient reason to place a student in regular classes without a language assistance program.

The assistance of an interpreter/translator will most likely be required to translate non-English language documents. It may be possible to go over these documents with the interpreter at the time of the formal interview with the parents/guardians.

The Language & Cultural Affairs Program library contains several resources which might be helpful in understanding the educational systems in specific countries and evaluating a student's previous educational, language, cultural and experiential background:

- .. ***"English as a Second Language Curriculum Resource Handbook: A Practical Guide for K-12 ESL Programs"***(1993), Kraus International Publications. *Chapter 2--"Assessing Student Needs"*, by Caroline Linse, is especially relevant information for screening of NELB students.
- .. ***Handbooks for teaching students from a variety of different language groups***, including Spanish-speakers, Portuguese, Vietnamese, Japanese, Chinese, Korean, Filipino, Khmer, and Laotian students.

NELB students who have been attending school in the U.S. and are not achieving at the grade level of their peers may also be identified through a *district review of records or a teacher referral*. The screening process for these students should start with the same thorough examination of any existing school records, grades, and results of standardized tests or informal assessments of the student's achievement in reading, language arts, and other academic subjects. If the student's scores are below district, state or national norms, the issue of limited proficiency in English should be addressed through Step Three: Initial Assessment of NELB Students.

Students' records should be reviewed for pertinent information about their life experiences, education, language and cultural background. Close attention should be paid to questions such as:

*Did the student start kindergarten or enter school speaking another language?*

*Is there a history of school attendance in another country?*

*Was the student ever assessed for English language proficiency in listening, speaking, reading, and writing by a qualified evaluator?*

*Did s/he ever receive ESL instruction or other types of language assistance or academic support services? How much? For how long?*

Any information in the student's file which answers these questions should be recorded on the Screening Form. If there are gaps in information about the student's language, cultural and educational background, an interview with the parents/guardians should be scheduled to get a complete profile. It is especially important to do this kind of information-gathering for NELB students experiencing academic problems prior to assessment for other learning problems.

## **2. Formal Interview**

The formal interview provides an opportunity for the ESL Coordination Team to learn about the NELB student's background and to gather preliminary information that can assist those in charge of formally assessing the student's language skills and arranging for appropriate instructional services. The interview with parent/guardian(s) is especially important when there are no other reliable sources of information about the student.

The team should arrange a formal interview with the parent/guardian(s) of any new enrollee from a non-English language background whose level of English proficiency and academic language skills have not yet been confirmed. The same should be done for any previously enrolled NELB students whose academic performance is below grade level, when no previous information has been gathered about the student's language, cultural and educational background.

Ideally, an English as a Second Language (ESL) instructor with training and experience in second language acquisition, sociocultural issues, assessment and communication between culturally and linguistically diverse parents and schools will participate in the formal interview. Others especially knowledgeable about particular languages or cultural groups may be invited to participate, when appropriate.

The formal interview should take place within 10 days of registration and completion of the Primary/Home Language Survey, in order to ensure that the student, family and school staff agree to the process for assessment and placement in an appropriate educational program. In the case of previously enrolled students identified through the district-wide survey or teacher referral, the interview should be scheduled following the review of the student's academic records.

At the start of the interview the ESL Coordination Team should explain to the parent/guardian(s) the purpose of the Primary/Home Language Survey, the Formal Interview, and the Initial Assessment for Classification and Placement.

The ***purpose of the interview*** with the parent/guardian(s) and the student(s) in their primary/home language, or in English if they prefer, is to gather preliminary background information about students':

- a) *Educational History--grade level and academic experiences;*
- b) *English and primary/home language skills and learning experiences;*
- c) *Biographical data and relevant family and cultural information;*
- d) *Health or special needs.*
- e) *Personal expectations, interest in various program options, and future aspirations--especially important for middle and secondary level students.*

A *Screening Form*, including questions for eliciting important information about the student's background, is included in Appendix F, p. 84. Interviewers should use their own discretion about the appropriateness of specific questions given that every situation is unique.

In situations where the parent/guardian(s) are uncomfortable or unable to communicate in English, the services of an interpreter/translator will be required. Schools are required by law to make every effort to provide parents with information in a language they can understand. The efforts to arrange a formal interview with an interpreter will pay off in terms of valuable information about the student's language, cultural, educational and family background. In addition, an interpreter may be able to assist the school in providing the parents with basic orientation to the American educational system, as well as informing them of their rights and responsibilities.

For more information about resources for working with an interpreter/translator and organizations that may be contacted for assistance in locating one, see Appendix E, p. 70.

### ***Interpretation & Documentation of Formal Interview***

The information and student records gathered during the formal interview should be recorded on the Screening Form, entered into the student's file and shared with those conducting the next step in the process, Step Three: Initial Assessment of NELB Students.

The formal interview process, along with the review of academic records, helps the team to determine the need for a formal assessment of the student's English language skills and native language proficiency and academic skills, whenever possible.

If the team determines that a NELB student does not need a formal assessment, they should indicate on the Screening Form the methods they used to determine that the student is fluent English proficient and able to participate fully at the appropriate grade level in an English-only classroom. Supporting documents should be included in the student's file.

If the outcome of the formal interview is a determination that a NELB student is 1) not able to demonstrate these abilities in all four language skills--listening, speaking, reading and writing--at a level comparable to peers and 2) is not achieving at the appropriate grade level in the regular instructional program, the student must be referred for a formal assessment (Step Three: Initial Assessment of NELB Students for Classification and Placement).

With most newly enrolled students from other countries, the need to continue to the next step, the formal assessment, will be clear-cut. Many of them can be immediately identified as needing language, academic and cultural support services to succeed in their classes.

For those students with *fluent oral English skills*, who may have been in the USA longer or even have been born here, the screening process will be trickier and require more intense scrutiny. It will be especially important to pay attention to ***evidence that the student has attained a high level of literacy and academic skills needed to do well in content classes.***

The team needs to be sensitive to identifying students who may have been overlooked for a variety of reasons--e.g., no previously existing services for ESL students; assumption that ESL students will "catch up" eventually if mainstreamed, etc. Research has shown that students develop conversational English skills in 1-2 years but many require at least 5-7 years before they have the academic language skills appropriate to their age/grade levels (Cummins, 1981; Collier, 1988).

For further discussion of second language acquisition, see Appendix B, p. 22.

### **3. Health/Special Needs**

#### ***Physical Health***

The formal interview provides an opportunity to ask the parent/guardian(s) if their child has any health or special needs that they wish to share or feel should be considered in developing an educational program. The decision to share a child's health history is totally up to the parent/guardian(s). School personnel should explicitly inform parents that they have no legal obligation to share any health information other than immunization records and certification by the doctor that they are eligible for school entry. Schools do not require details of health screenings. However, school health personnel are better able to serve children and make accommodations when parents share details about their children's health (e.g. chronic illnesses, physical needs).

If parent/guardians(s) wish to disclose any physical, emotional or other medical problems or special needs, the interviewer(s) notes them on the screening form. Any health conditions are best addressed early on, since they sometimes affect the child's adjustment to school, assessment strategies and outcomes, and placement/programming decisions.

Families should be referred to the appropriate school personnel or community services who can assist with further screening or assessment. This is especially important for immigrants or "secondary migrants" (refugees moving to Vermont from other states), who might not have undergone previous health screenings.

School personnel should respect confidentiality (with the exception of the "need to know") when parents choose to share health information about their children. The Family Educational Rights & Privacy Act and other federal laws protect against unwarranted disclosure of school records. IDEA and Section 504 prohibit discriminatory treatment of children on the basis of health or special needs.

The Vermont Department of Health has state regulations regarding immunizations and health screenings for all refugee children entering Vermont public schools. These standards also apply for immigrant children, although the Department currently tracks only refugee children to make sure that necessary screenings are completed.

As with all students, refugee and immigrant children should be immunized to meet minimum school entry standards. Written documentation of immunizations received prior to entry into the U.S. are acceptable. Students needing immunizations are allowed to attend school as long as there is a physician's written statement saying that immunizations are in process.

Caseworkers and sponsors of refugee resettlement programs assist newly arriving families in setting up appointments for physical exams which include health screenings. Refugee children should arrive in the U.S. with a chest x-ray, immunization record and treatment routines for any existing conditions. However, sometimes these records are lost and tests must be repeated. In the Burlington area, health exams and screenings are typically done through the Community Health Center, the University Health Center Pediatrics or Given Health Center. In other Vermont communities, refugees may be seen by local health department personnel and/or private health care providers.

The private health care providers conducting screening of refugee children notify the Department of Health of the results. The Department sends clients a copy of results for their own health records. An interpreter working with a public health nurse meets with the family to help them determine what information is appropriate to share. The Department does not share specific health information (e.g., TB or Hepatitis B status) with schools. The health care provider grants permission for the child to enroll in school.

The goal is to complete the medical appointment and health screenings within the first 30 days of arrival, so that children are able to attend school as soon as possible. Of course, missed appointments and other snafus can cause delays. However, when individual children are known to have exceeded this 30-day period, the district Superintendent may need to intervene to assure that the health screenings get done and children are not waiting months to enroll in school. Collaboration between various districts, health care agencies and providers in the Burlington area has resulted in a much more streamlined system for screening of refugee children.

Although the Office for Civil Rights has no specific requirements regarding health screening of refugee or immigrant students, it does state that Title VI requires all students to be treated equally. While the state may show legitimate reason for requiring different health screenings (e.g., living under environmental conditions where TB is prevalent), OCR views delays (legitimate or not) of 2-3 months in enrolling ESL students in school due to health concerns as a possible violation of the Title VI Civil Rights Act and/or Section 504.

***Health screenings which the Department of Health requires for refugee children prior to school entry include:***

- 1) Tuberculosis--skin test and X-ray, if skin test is positive and no chest x-ray has been done;
- 2) Hepatitis B;
- 3) STD, serological test for syphilis; and
- 4) ova and parasites tests for groups from endemic areas.

In addition to these health assessments, the Department of Health recommends that refugee children also be given screenings for hearing, vision, development, and hematocrit for iron.

The Refugee Resettlement Program assists refugees with interpreting for medical appointments. The Community Health Center on Riverside Avenue in Burlington currently has Vietnamese interpreters available two mornings and one evening a week. Nurses at the Burlington Local Office of the State Department of Health also work with interpreters.

***Some organizations which have had experience providing health care services to non-English speakers are:***

***Vermont Department of Health***

P.O. Box 70  
Burlington, VT 05402

Contact: Audrey Larrow  
TEL: 863-7333

***Vermont Department of Health***

***Burlington Local Office***

1193 North Ave.  
Burlington, VT 05401

Contact: Mary McGinley  
TEL: 863-7323

***Vermont Department of Health***

***Office of Minority Health***

108 Cherry St. P.O. Box 70  
Burlington, VT 05402

Contact: Lauren Corbett  
TEL: 863-7300

**List continues on next page**

***Community Health Center***  
279 North Winooski Avenue  
Burlington, VT 05401

Contact: Pat Parker  
Contact: Marilyn McKenzie  
TEL: 864-6309

***University Pediatrics***  
1 South Prospect St.  
Burlington, VT 05401

Contact: Sue Victory  
TEL: 656-4696

## **Mental Health**

Refugee and immigrant children often have experienced unusual hardships or trauma during their journey to a new land. Beyond the inevitable culture shock, it is important to be extra sensitive to the possibility of emotional or physical trauma refugee students may have been through.

Cultures view mental health issues in very different ways. It is important to understand and respect attitudes and practices common in dealing with mental health in other countries.

Schools may need to network with refugee service and mental health programs in order to identify appropriate counseling services for students experiencing serious emotional problems. Counseling should be done by professionals who speak the language and are familiar with the cultural backgrounds of the students, whenever possible. When appropriate services are not available locally, schools may need to explore the possibility of having trained bilingual interpreters work with counselors. Counselors or schools can contact the LCAP for referrals to out-of-state agencies with expertise or resources in mental health for refugee and immigrant populations.

## **Special Needs**

At this stage of the screening process, the interviewer(s) might also ask if the student has any known learning difficulties or special needs that should be addressed. This is done mainly to identify children who already have documented special needs (e.g., visual or hearing impairments, physical impairments, speech disorders).

If parent/guardian(s) express a serious concern about the child's development or abilities in the primary/home language, the team may eventually need to consider referral for special education evaluation. However, this should not occur before the student has been given ESL and academic instruction for a realistic period of "wait time" (Parker, 1993).

Referrals for special education evaluations should be made only after consultations with experts in the assessment of ESL students for special education and extensive information gathering regarding the child's previous language and academic learning opportunities.

Evaluation of ESL students for special education is inevitably more complicated than evaluation of English-speaking students. There is a long history of inappropriate labeling of ESL students as learning disabled or impaired. Districts are urged to familiarize personnel with special education laws pertinent to the identification, assessment, placement and service delivery procedures for ESL students.

Distinguishing between a language disorder or learning impairment and difficulties due to lack of instructional opportunity for an ESL student is a very complex assessment process. Evaluations of ESL students for special education should always involve educators with specific skills and training in second language acquisition, cultural learning styles, and the assessment of ESL students. Non-biased assessment means that students will be evaluated by professionals with fluency in the student's native language and understanding of relevant cultural norms and values.

Dual expertise in the areas of both ESL/bilingual education and special education is still rare. However, there are universities and resource centers with professional bilingual special educators who can provide technical assistance and training. They may be able to suggest alternative assessment strategies when resources are limited.

Special education services should never supplant language development services required under Title VI of the Civil Rights Act. Even ESL students who are legitimately eligible for special education services still require a language development program, i.e., ESL or bilingual education.

For further information about appropriate identification and assessment of ESL students for special education, see Appendix G, p. 118.

## Appendix F SCREENING FORM FOR NELB STUDENTS

### STUDENT PROFILE

#### A. Student/Family Information

School:		
Date of Enrollment:	New: Yes ____ No ____ Currently Enrolled: Yes ____ No ____	
Name:	Birthdate: Birthplace:	Sex: Grade:
Home Address:	Primary Language:  Nationality:	Date of Entry (U.S.):
Cultural Background:		
Parents'/Guardians' Names:	Relation to Student:	Phone (H):  Phone (W):

#### B. Review of Academic Records & Available Test Scores

Person(s) reviewing records: \_\_\_\_\_

##### School Records from the U.S.:

1. School(s) attended/locations \_\_\_\_\_

\_\_\_\_\_

2. School transcript evaluation: Yes \_\_\_\_ Date: \_\_\_\_ (Attach to this form) No \_\_\_\_

Remarks: \_\_\_\_\_

\_\_\_\_\_

3. Number of years in U.S. schools \_\_\_\_ Total Credits Earned (Secondary): \_\_\_\_

4. Periods of interrupted schooling due to frequent moves or attendance problems?

\_\_\_\_\_

5. Record of retention? Yes \_\_\_\_ Grade \_\_\_\_ No \_\_\_\_

6. Previous enrollment in ESL or Bilingual Education Program? Yes \_\_\_\_ No \_\_\_\_

Date: \_\_\_\_ Type of program: \_\_\_\_ Proficiency Level? \_\_\_\_

School: \_\_\_\_\_

7. Participation in Chapter 1 program? Yes \_\_\_\_ Dates \_\_\_\_ No \_\_\_\_

8. Participation in Special Education program? Yes \_\_\_\_\_ Dates \_\_\_\_\_ No \_\_\_\_\_

**School Records from the Home Country or Other Country:**

1. Schools attended/locations \_\_\_\_\_

2. School transcript available? (Attach to this form) Yes \_\_\_\_\_ No \_\_\_\_\_

Remarks about performance in basic subjects (strong/weak subjects?) \_\_\_\_\_

3. Language(s) of instruction \_\_\_\_\_

4. Age started school \_\_\_\_\_ Attended preschool program? Yes \_\_\_\_\_ No \_\_\_\_\_

Total years of formal education \_\_\_\_\_

Ever retained in a grade? Yes \_\_\_\_\_ Grade \_\_\_\_\_ No \_\_\_\_\_

5. Periods of interrupted schooling due to frequent moves or attendance problems?

6. Documentation of health or special education needs?

Yes \_\_\_\_\_ (Attach to form) No \_\_\_\_\_

7. Written narrative about student's performance and/or school practices in student's home or host country?  
(Attach to this form) Yes \_\_\_\_\_ No \_\_\_\_\_

**Test Scores from U.S. and/or Home Country:**

English as a Second Language Proficiency Tests (Oral/Reading/Writing)		
Date:	Name of Test: Score:	Level: Classification:
Primary/Home Language Tests (Oral/Reading/Writing)		
Date:	Name of Test: Score:	Level: Classification:
Academic Achievement or Cognitive Skills Tests		
Date:	Name of Test:	Raw Score: Percentile:
Date:	Name of Test:	Raw Score: Percentile:
Diagnostic Reading or Language Arts Test		
Date:	Name of Test:	Raw Score: Percentile:

### **C. Initial Interview with Student and Parents/Guardians**

Name of Interviewer(s) \_\_\_\_\_ Date \_\_\_\_\_

Name of Interpreter \_\_\_\_\_ Address \_\_\_\_\_

Interpreter's Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_

Note: This initial interview form is intended as a guide for gathering information that will ultimately benefit the student. Interviewers should use their own discretion about whether questions are appropriate and are relevant to the student's education. It is important to be sensitive to individual family's experiences. Also, it is not necessary to repeat questions if the answers can be found in the student's records.

#### **Family/Cultural Background**

How long has your family been in the U.S.? \_\_\_\_\_

How many persons in your family? \_\_\_\_\_

Names/ages of other children in school \_\_\_\_\_

\_\_\_\_\_

Where was your child born? Where were you (parents/guardians) born? \_\_\_\_\_

\_\_\_\_\_

How many years of schooling did you (parents/guardians) complete? \_\_\_\_\_

In what language(s) were you educated? \_\_\_\_\_

Is there anything about your family's cultural background that you would like the school to know about, e.g., cultural expectations, beliefs, values, practices?

\_\_\_\_\_

\_\_\_\_\_

Is there anything you want to say about personal characteristics or experiences of your child?

\_\_\_\_\_

\_\_\_\_\_

#### **Student's Educational Background**

At what age did your child start school? \_\_\_\_\_

What is the usual age to start school in your country? \_\_\_\_\_

How many years of school did your child complete? \_\_\_\_\_ Attend preschool? \_\_\_\_\_

In what other country has your child attended school? When? \_\_\_\_\_

How would you describe your child's educational experiences thus far? What was schooling like in your country (practices, instructional approaches, behavioral expectations, exams, languages of instruction)?

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What do you feel are your child's academic strengths/weaknesses? \_\_\_\_\_

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Has your child had any problems due to interrupted schooling? \_\_\_\_\_

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Ever had to repeat a grade? Yes \_\_\_\_\_ Grade \_\_\_\_\_ No \_\_\_\_\_

Does your child have prior knowledge of English? Yes \_\_\_\_\_ No \_\_\_\_\_.

Please describe your child's experiences with the language, e.g., informal exposure or formal instruction in school.

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How would you describe your child's comprehension and speaking skills in English: 1) for social conversation?; 2) for classroom participation?

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English reading/writing and language skills for doing academic work in math, social studies, science and other subject areas? Do you feel a language development program is important to your child's social and academic success?

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### **Student's Health/Special Education Background**

Does your child have any existing health problems that might affect his/her learning?

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Are there any known problems with your child's vision or hearing? \_\_\_\_\_

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Has your child been screened for required immunizations and health tests? \_\_\_\_\_

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Does your child have any learning difficulties or special needs that should be addressed?

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Has your child experienced any recent problems, e.g., separation from family members, war, or personal trauma, for which s/he might need support from the school or social service agencies?

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#### **D. Outcome of NELB Student Screening**

Check the appropriate box and provide necessary documentation:

A thorough review of the student's academic records and available test scores provided adequate documentation that the student has English skills comparable to his/her English-speaking peers and is achieving at the appropriate age/grade level in the regular instructional program.

Comments: \_\_\_\_\_

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Following a review of the student's academic records/available test scores and an initial interview with the parents/guardians of the student, it has been determined that s/he needs to have a formal assessment in order to determine language proficiency level and instructional needs.

Comments: \_\_\_\_\_

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#### **Interviewers/Team responsible for decisions re this NELB student are:**

Name \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

A copy of this Screening Form should be kept in the student's permanent record and another forwarded to the person(s) responsible for coordinating or conducting formal assessment activities. This copy will be forwarded to:

Name \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_ Date forwarded \_\_\_\_\_

Name \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_ Date forwarded \_\_\_\_\_